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ABSTRACT

Designed as a guide for participants in a training workshop, this four-part handbook also provides a reference for supervisors regarding the utilization of handicapped persons as employees. Section 1 contains information about handicapped persons and the selective placement program. Job analysis, job modification, and architectural and transportation barriers are the topics of section 2. Supervision of handicapped employees is discussed in section 3, while section 4 contains factual and summary information concerning state vocational rehabilitation services available to handicapped employees. Each section, based on given objectives, provides information and exercises to be worked through individually under direction of the workshop leader. Handout materials are contained in an appendix, amounting to about one-half of the handbook. "What Do You Think?", an attitude toward disabled persons (ATDP) measurement instrument and an ATDP scoring key are given. Exercises and solutions are provided for the areas of job analysis and job modification which is based on job description and description of the handicap. Case studies of problems involving handicapped employees are presented with alternative solutions for exercise in good supervisory practices. A workshop evaluation form is also appended. (YLB)

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May 1979

U. S. CIVIL SERVICE COMMISSION

Successful Supervision of Handicapped Employees

WORKBOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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general

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INTRODUCTION

This Handbook has been designed to assist you in two specific ways. First, it will be your guide as you participate in the training course. Second, after you return to your job, it will provide you with a ready reference regarding the utilization of handicapped persons as employees.

For your convenience, the handbook has been divided into four basic parts. Section I in green, contains information about handicapped persons and the Selective Placement Program. Section II, in yellow, concerns job analysis, job modification, and architectural and transportation barriers. Section III on supervision of handicapped employees is printed in pink. The last section of the handbook, printed in blue, contains factual and summary information concerning handicapped employees. This Handbook can be useful as a general reference to assist you in your supervisory role.

OBJECTIVES

Upon completion of this course you should be able to:

- Identify and explain major disabilities as they relate to the work environment
- Recognize attitudes of non-disabled and disabled persons (myths and stereotypes)
- Describe the purpose of the Selective Placement Program
- Identify the responsibilities of supervisors, coordinators, personnel specialists and community resources in the employment of handicapped persons
- Identify and describe the potential use of agency and community resources in recruiting, placing, and counseling handicapped persons
- Analyze and modify jobs
- Identify and suggest modifications to architectural and transportation barriers that impede employment.
- Discuss good supervisory practices in dealing with non-disabled and disabled employees.

PROGRAM OVERVIEW

This workshop deals with some of the basic elements of being a good supervisor. You will experience them by actual participation with fellow supervisors in various problem-solving situations. We will move quickly. The principles covered will benefit you whether or not you actually supervise handicapped employees.

SECTION I

Who are the handicapped? What do I think of them? What are the actual facts about them as employees? What is Selective Placement? What assistance is available in placing a handicapped individual? What is my role?

SECTION II

What is job analysis? How do I do it? How do I restructure a job? What modifications are necessary? What are architectural and transportation barriers? What can I do about them?

SECTION III

How do I supervise a handicapped employee? What should I do differently? What should I tell my other employees? What should I do if the handicapped employee isn't performing adequately? What adjustments will I have to make if I hire a handicapped employee?

SECTION IV

What services are available? What are the Steps in Job Analysis?

section 1

Participant Introduction

Since you will spend the rest of the day with the group to which you have been assigned, work by you and the group will be easier if you know a little about your fellow supervisors and they know something about you. For the next few minutes each member of the group will briefly discuss his/her supervisory role, following the format below. Space is provided should you wish to make a few notes as reminders of items to be covered. Please limit your remarks to two minutes or less.

1.

I am _____, and the main purpose of my supervisory job in my agency is:

2.

The major tasks I perform are:

3.

The following is a description of my work site.

4.

The special supervisory qualifications I must have to do my job are:

There is no satisfactory generic term which covers all the intended beneficiaries of selective placement assistance. The Rehabilitation Act of 1973, as amended, defines a handicapped individual as any person who (a) has a physical or mental impairment which substantially limits one or more of the person's major life activities (b) has a record of such impairment, or (c) is regarded as having such an impairment. For our purposes, it can be a physical or mental disability, or an attitudinal barrier about the disability which prevents the individual from securing, retaining or advancing in employment.

I. What general categories of handicapped persons are there?

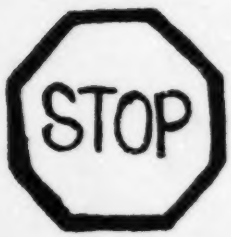
WHO ARE HANDICAPPED PERSONS?

Perceptions about Handicapped Persons

One possible source of people to perform in any work force is handicapped persons. This session is devoted to establishing your group's opinion of handicapped persons, including their strengths and limitations as employees. In order for the group to move along smoothly in developing its views, please follow the outline suggested.

II. What are the vocational strengths of handicapped persons?

III. What are the vocational limitations of handicapped persons?



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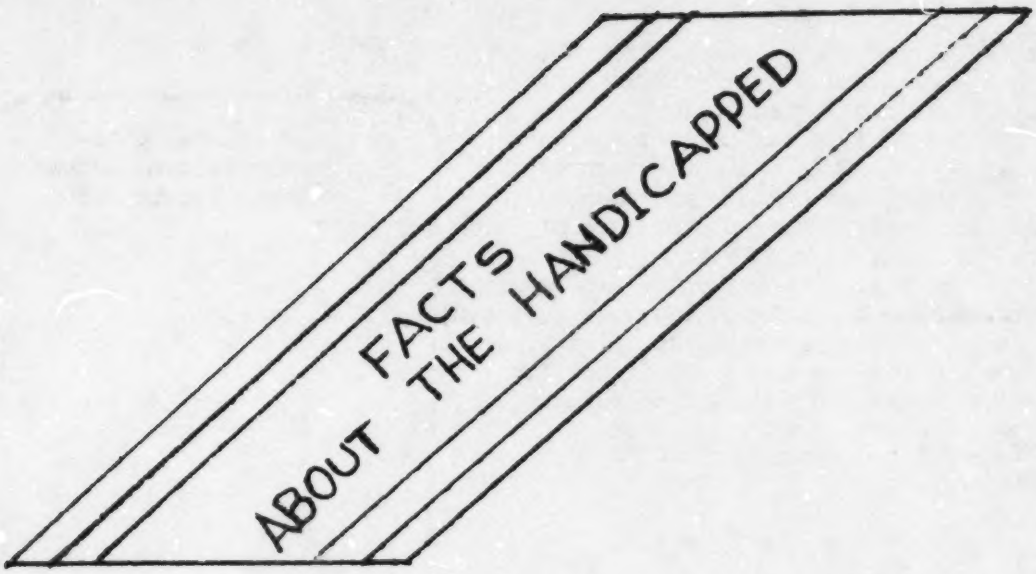


You have identified within your group what you think are strengths and limitations of handicapped persons. Let's see how experience and research compare with your group's response.

Fortunately, the past 30 years have seen the publication of the results of hundreds of actual case histories and research papers about the handicapped. It is interesting to note that it is a subject about which researchers and those with practical experience all agree. The information presented in this exercise has been selected because it can be applied to your own situations as the immediate supervisor of several employees.

YOU WILL FIND THAT UPON COMPLETION

OF THIS UNIT, YOU WILL BE ABLE TO:

1. Identify three general categories of handicaps.
2. Identify various disabling conditions.
3. Indicate an awareness that:

    a. There are no vocational limitations generally applicable to all categories of handicaps.
    b. Each type of handicap presents its own unique considerations.

4. Define your role in the Selective Placement Program.

NOTE:

AS YOU WORK THROUGH THIS

ACTIVITY, YOU WILL BE ASKED TO:

ONE—Read and understand the brief text.

TWO—Answer the questions in the space provided.

THREE—Check your responses.

FOUR—Continually move forward through the material. This exercise ends on page 17.

Although you will be asked to record your responses in specific places, please use the open spaces for notes and reminders that you deem necessary or important.

When you have completed this individual exercise, please stop. The workshop leader will tell you when the next activity begins.

WHO ARE THE HANDICAPPED?

When we refer to "handicapped persons" we are talking about persons who have some particular impairment that so-called "normal" persons do not have. The impairment may require a different approach in the occupational placement of those persons.

FOR OUR PURPOSES, WE HAVE DIVIDED THE TYPES OF IMPAIRMENTS INTO THREE BROAD CATEGORIES:

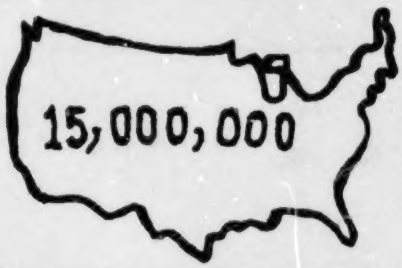
1. PHYSICALLY HANDICAPPED
2. MENTALLY RETARDED
3. MENTALLY RESTORED

PHYSICAL HANDICAPS

AMPUTATION
ARTHRITIS
CANCER
CARDIOVASCULAR IMPAIRMENT
CEREBRAL PALSY
DIABETES
EPILEPSY
HEARING IMPAIRMENT
PARALYSIS
PARAPLEGIA
POLIO
QUARDIPLEGIA
TUBERCULOSIS
VISUAL IMPAIRMENT

MENTALLY RETARDED

MENTALLY RESTORED



It is estimated that there are roughly 15 million handicapped persons of work force age (16 through 64) in America. Unfortunately, many of these handicapped persons are excluded from the work force for various reasons — such as:

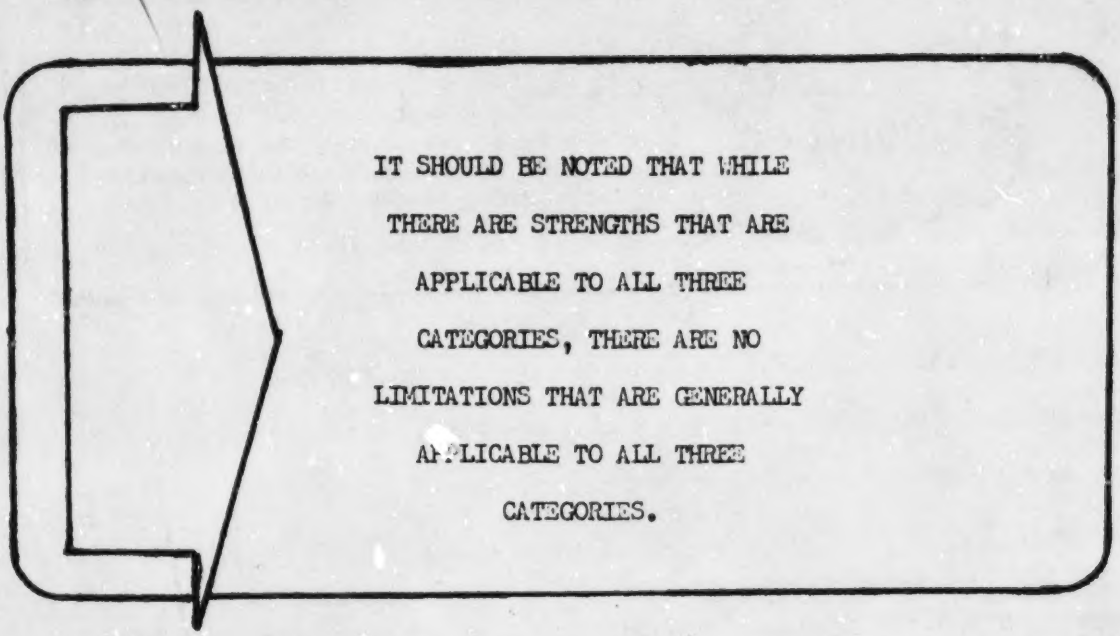
1. Lack of training or retraining to qualify for employment.
2. Lack of initiative to actively seek employment.
3. Omission or rejection by employers.

The third group are qualified and willing applicants who represent an untapped source of readily available employees. It is this group on which we wish to focus our attention for the remainder of the program.

STRENGTHS GENERALLY APPLICABLE TO ALL THREE CATEGORIES OF HANDICAPPED PERSONS

The five principal vocational strengths of qualified handicapped persons generally applicable in all the broad categories are:

1. QUALITY JOB PERFORMANCE
2. HIGH MOTIVATION
3. EXCELLENT ATTENDANCE
4. ABOVE AVERAGE PERSISTENCE
5. SUPERIOR SAFETY RECORD


IT SHOULD BE NOTED THAT WHILE
THERE ARE STRENGTHS THAT ARE
APPLICABLE TO ALL THREE
CATEGORIES, THERE ARE NO
LIMITATIONS THAT ARE GENERALLY
APPLICABLE TO ALL THREE
CATEGORIES.

Although no limitations are generally applicable to all three categories of handicaps, each type of impairment may have some special vocational implications.

On the following pages are types of handicaps, definitions, and a short list of special conditions and activities to be taken into account in the placement of handicapped individuals. Remember, however, that this is only a partial list. Many other impairments are not listed. Also, the fact that a person has a certain impairment does not necessarily mean that he or she cannot handle all or any of the work requirements listed. Always seek expert guidance and counseling when you encounter any specific impairment, including those on the list, to assure proper placement of the candidate. Proper placement means using the "whole person" concept—evaluating the person on the basis of his or her total capacity: his or her experiences, training, skills, and qualifications.

DESCRIPTION OF FUNCTIONAL DISABILITIES

AMPUTATION . . . . . The surgical removal of a limb or a portion of a limb. The functional level can often be restored by the substitution of a proper prothesis.

ARTHRITIS . . . . . A disease which affects the joints and is often characterized by joint pain, swelling, weakness, stiffness, and fatigue.

CANCER . . . . . Malignant growth of cells affecting part(s) of the body. Cancer is currently thought of not as one disease but rather a group of diseases having basic similarities in terms of development and effect upon the body. There are over a hundred identifiable types with each having its own life history.

CARDIOVASCULAR IMPAIRMENT. Impairment affecting the heart and blood vessels.

CEREBRAL PALSY . . . . . Disturbance of motor control or loss of sensation in the body, usually occurring at birth, due to damage or injury of the motor control centers of the brain. The symptoms range from mild to severe causing muscle coordination problems.

DIABETES . . . . . A persistent and inordinate increase of sugar in the blood. Mild diabetes may be controlled by diet alone. A more severe condition requires medication and a carefully regulated diet.

EPILEPSY . . . . . Neurological disorder that occurs when the brain cells discharge too much electrical energy. Most cases of epilepsy are controlled by drugs. There are three principal kinds: (1) "Petit Mal" describes a clouding of consciousness which lasts from 1 to 30 seconds after which the person is usually alert or resumes activity. (2) "Grand Mal" is characterized by a loss of consciousness for 1 or several moments and muscle contractions (3) "Psychomotor" describes an attack where the person acts automatically as though sleepwalking.

HEARING IMPAIRMENT . . . . Persons with a profound hearing loss of a neuro-sensory type are usually referred to as deaf if they are unable to hear or understand speech, even with a hearing aid. Individuals with a conductive hearing loss may benefit by surgery or the use of a hearing aid and are considered to be hearing impaired. Speech impairment may be associated with a hearing loss.

PARALYSIS . . . . . .Complete or partial loss of function especially involving motion or sensation in a part of the body.

PARAPLEGIA. . . . . .Paralysis of the legs and lower part of the body.

POLIO (Poliomyelitis) . . .A disease of the spinal cord which may cause permanent paralysis of the muscles or part or all of a limb, several limbs, the back, or the breathing muscle called the diaphram.

QUADRIPLEGIA. . . . . .Paralysis of all four extremities.

TUBERCULOSIS. . . . . .An infectious disease that affects the lungs.

VISUAL IMPAIRMENT . . . . .An individual may be considered blind if he has complete loss of sight or legally blind if the corrected vision is less than 20/200 (Snellen) in the better eye. In other words, a person is said to be blind if he can see no more at a distance of 20 feet than a person with normal sight can see at a distance of 200 feet.

MENTAL RETARDATION. . . . .Subnormal intellectual functioning manifested during the developmental period. It may affect motor skills, language development, ability to learn, self-management, and may range from mild to severe.

MENTALLY RESTORED . . . . .Person who has had a severe emotional condition for which special psychological and/or psychiatric care was secured and which resulted in an improved ability to function in task performance and/or interpersonal relationships.

Please remember that the purpose of this section is to make you aware of placement considerations which are associated with types of impairments, not to make you an expert in clinical diagnosis.

CAUTION

THE TYPE AND SEVERITY OF THE HANDICAP DIFFERS WIDELY FROM PERSON TO PERSON

HANDICAP	CAUTION	VOCATIONAL IMPLICATIONS (placement may not be appropriate in positions in which the major tasks require:)
Amputation	Depends on the missing limb and the ability to use prosthetic device(s)	Some specific types of physical activity; occasional extremes of heat, cold, and humidity; aggravation of the artificial limb by constant vibration.
Arthritis	Depends on the extent of the disability	Sudden temperature changes; long periods of standing; activity requiring pushing, pulling, or sudden movement; precision-type work; heavy work.
Cancer	Depends on the degree of disability and the type of surgery and chemotherapy	Employment consideration should be made on the current level of functioning.
Cardiovascular Impairment	Depends on the amount of damage to the heart and on physical tolerance	Excessive emotional or physical strain; should avoid operation of vehicles and/or machinery if dizziness or fainting occur.
Cerebral Palsy	Depends on type and degree of symptoms	Employment consideration should be made on current level of functioning.
Diabetes	Depends on the type and degree of medical control and dosage	If not adequately controlled, avoid long hours, changing workshifts, non-day shifts, and hazardous positions.
Epilepsy	Depends on the type and severity of symptoms	Excessive tension, blinking lights, dangerous equipment. Usually there are no restrictions if seizure-free for 2 years with or without medication.

Hearing	Depends on degree of hearing loss	Extensive oral communication skills; use of the telephone.
Paralysis	Depends on the part of the body affected	Employment consideration should be made on the current level of function
Paraplegia	Depends on the part of the body affected	Standing; extensive reaching; carrying; throwing.
Polio	Depends on the degree of disability	Employment consideration should be made on current level of functioning.
Quadriplegia	Depends on the severity of symptoms	Average physical activity.
Tuberculosis	Depends on the degree of lung damage	Exposure to dust, fumes, or rapid temperature changes.
Visual Impairments	Depends on the degree of sight loss	Different intensities of light; work in crowded, cluttered areas; activities requiring sudden movement or operation of motor vehicles
Mentally Restored	Depends on the type and degree of mental illness and degree of recovery	Particular situational pressure or tension
Mentally Retarded	Depends on the level of retardation	Complicated tasks and instructions; changing work situations, dangerous equipment; excessive work speed.

REMEMBER: <u>THERE ARE NO LIMITATIONS THAT ARE GENERALLY APPLICABLE TO ALL THREE CATEGORIES OF HANDICAPS</u>.

BY WAY OF REVIEW

COMPLETE THE FOLLOWING:

THE THREE BROAD CATEGORIES OF HANDICAPS ARE:

_____

_____

_____

WHILE THERE ARE STRENGTHS THAT ARE GENERALLY APPLICABLE TO THE THREE BROAD CATEGORIES OF HANDICAPS, THERE ARE _____ THAT ARE GENERALLY APPLICABLE TO ALL CATEGORIES OF HANDICAPS.

MATCH THE DEFINITIONS WITH THE CORRECT ANSWER

_____ Paralysis of the lower extremity

_____ Sub-average intellectual functioning

_____ Impairment of heart and blood vessels

_____ Neurological disorder resulting from the discharge of too much electrical energy from brain cells

_____ Infectious disease affecting the lungs

_____ Disease characterized by joint pain and swelling

A. Arthritis
B. Polio
C. Quadriplegia
D. Tuberculosis
E. Diabetes
F. Paraplegia
G. Cardiovascular Impairment
H. Epilepsy
I. Visual Impairment
J. Mentally Restored
K. Mental Retardation

LIST ONE VOCATIONAL IMPLICATION FOR THE FOLLOWING:

HANDICAP	JOB TITLE	VOCATIONAL IMPLICATION
Amputation of one Hand	Chemist	
Arthritis	Computer Operator	
Cancer	Employee Development Specialist	
Cardiovascular Impairment	Law Enforcement Officer	
Cerebral Palsy	Printer	
Diabetes	Custodian	
Epilepsy	Clerk-Typist	
Hearing Impairment	Electrician	

HANDICAP	JOB TITLE	VOCATIONAL IMPLICATION
Paralysis of left side	Accountant	
Paraplegia	Lawyer	
Polio	Keypunch Operator	
Quadriplegia	Editor	
Tuberculosis	Stock Clerk	
Visual Impairment	Instructor	
Mentally Restored	Personnel Specialist	
Mental Retardation	Mail & File Clerk	

STOP

ROLES AND RESPONSIBILITIES

CSC

- Provides program leadership and coordination
- Maintains relationships with agencies, community resources, etc.

AGENCY COORDINATOR

- Brings applicant and selecting official together
- Publicizes program
- Maintains continuing relationships with supervisors and those who provide rehabilitation services to the handicapped
- Maintains applications of qualified handicapped candidates
- Follow-up on placement

PERSONNEL SPECIALIST

- Advises on appointment procedures
- Assists in job analysis and modification

SUPERVISOR

- Does job analysis and modification or reassignment of duties as needed
- Provides training to the employee
- Evaluates performance and takes appropriate action

COMMUNITY RESOURCES

- Interprets different kinds of disabilities to supervisors
- Helps to identify appropriate jobs that handicapped persons could perform
- Provides follow-up assistance to agency Coordinator
- Advises about rehabilitation service available to employees who become handicapped
- Arranges for special equipment needed for a handicapped employee to perform his/her job; i.e., braille writers or special telephone equipment
- Locates readers for the blind or interpreters for the deaf
- Advises about barrier modifications to agency Coordinator
- Provides tuition for special schooling as part of individual career development
- Provides evaluation for future training for those who become disabled on the job

ROLES AND RESPONSIBILITIES

(may be more than one answer for each person or persons)

MATCH THE RESPONSIBILITY WITH THE APPROPRIATE PERSON OR PERSONS

____ Advise on proper hiring authority	A. CSC
____ Provide tuition for special schooling	B. Selective Placement Coordinator
____ Analyze jobs and make modifications	C. Personnel Specialist
____ Follow-up on job placements	D. Supervisor
____ Evaluate the performance of handicapped employees	E. Community Resources
____ Maintain applications of qualified applicants with handicaps	
____ Provide Selective Placement Program leadership	
____ Provide on-the-job training	
____ Advise on work site modification	
____ Publicize the Selective Placement Program in the agency	
____ Arrange for special equipment needed for the handicapped employee to do the job	

section_2

JOB

ANALYSIS

A good supervisor needs to know each job under his/her supervision and the qualifications needed to perform it. Therefore it seems like a good idea to stop at this point and review some of the techniques good supervisors use in analyzing jobs.

Earlier today you told everyone in the group about yourself and your job, using an outline form that we gave you. We asked you about:

1. The purpose of your supervisory job in your agency.
2. The major tasks you performed.
3. The description of your work site (the physical setting).
4. The special supervisory qualifications needed for your job.

In following these instructions you worked through the steps of a job analysis.

A JOB ANALYSIS IS A LOGICAL PROCESS

USED TO OBTAIN INFORMATION ABOUT A JOB.

PURPOSE	the reason for the job.
MAJOR TASKS	the tasks really necessary to accomplish the purpose.
JOB SETTING	the work site and conditions where the major tasks are performed.
WORKER QUALIFICATIONS	the minimal skills a worker must possess to perform the major tasks.

This exercise is designed to refresh you in the techniques of analyzing each job under your supervision.

Upon completion of this exercise, you will be able to:

ONE — Define "job analysis" as a process with identifiable elements.

TWO — Describe or define each element of a job analysis.

THREE — Perform an analysis of any job or position under your supervision.

FOUR — Present an accurate description of any job or position in your unit.

NOTE:

To gain full benefit from this activity, follow all directions carefully and work as thoroughly but as quickly as you can.

A job analysis takes the job as it is and merely describes it. Also—for our purposes, job analysis is defined as a logical process used to obtain information about the:

Circle the one best answer to complete the following sentence.

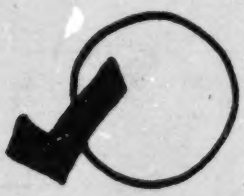
Job analysis is a logical process used to obtain information about the:

a) Characteristics of an employee.

b) purpose for regulations governing administrative procedures.

c) purpose, major tasks, setting, and worker qualifications of a job.

d) purpose, hourly wage, leave regulations, and duty station.



Job analysis is a logical process used to obtain information about the:

c) purpose, major tasks, setting, and worker qualifications of a job.

Each element of a job analysis will be discussed separately on the following pages.

At this time, select one job you supervise. Since you are going to be asked to use this job for practical application throughout the remainder of this activity, and because of a limit on time, it might be to your advantage to select the least difficult of the jobs you supervise.

Job Title: _____

JOB ANALYSIS

ELEMENT 1:PURPOSE

Purpose is used here to identify the particular contribution of each job toward the accomplishment of the overall objective of your unit.

CONSIDERATIONS FOR DETERMINING THE PURPOSE OF A JOB:

In the spaces below each question, supply the necessary information about the job you selected for "practical application"—make your remarks brief.

1. Why is the job there:

2. How does the job fit into your organizational objectives?

WHEN YOU HAVE COMPLETED THE ITEMS ABOVE:

1. Review the definition of the purpose of a job.
2. Review the two steps used here for finding the purpose.
3. Without referring to any previous materials, please circle the one best answer to complete the following sentence.

PURPOSE IS USED HERE TO IDENTIFY THE PARTICULAR CONTRIBUTION OF:

a) each person toward the accomplishment of the overall objective of your unit.
b) each supervisor toward the accomplishment of the overall objective of your unit.
c) each job toward the accomplishment of the overall objective of your unit.
d) a, b, and c above.

PURPOSE IS USED HERE TO IDENTIFY THE PARTICULAR CONTRIBUTION OF:

c) each job toward the accomplishment of the overall objective of your unit.

NOTE:

Please remember that we are dealing in this exercise with the job itself, not the person filling it.

JOB ANALYSIS

ELEMENT 2:MAJOR TASKS

Major tasks are those tasks which are really necessary to accomplish the purposes of the job.

Do not consider the person now filling that job—only the job.

CONSIDERATIONS FOR DETERMINING MAJOR TASKS:

1. What three or four activities actually constitute the job you selected and is each really necessary? (For example: a secretary—types, files, answers the phone, takes dictation)

2. What is the relationship between each task and is there a special sequence which the tasks must follow? (Be brief)

3. Do the tasks necessitate: sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, pushing, pulling, fingering, talking, listening, seeing, feeling, coordinating, and the like?

4. How well must each task be done (what standards are used)?

A. Review the four considerations used here to identify the major tasks.

B. Without referring to any previous materials, please circle the one best answer to complete the following sentence:

THE MAJOR TASKS ARE THOSE TASKS WHICH ARE:

a) necessary to get more efficiency from worker.
b) necessary to accomplish the purpose of the job.
c) necessary to cut red tape in the job.
d) none of the above.

THE MAJOR TASKS ARE THOSE TASKS WHICH ARE:

b) necessary to accomplish the purpose of the job.

JOB ANALYSIS

ELEMENT 3:JOB SETTING

The job setting describes the work site to include the:

LOCATION

ORGANIZATION

REQUIRED MOVEMENT

CONDITIONS

REVIEW THE DEFINITION OF JOB SETTING

CONSIDERATIONS FOR DESCRIBING THE JOB SETTING:

1. Location (Describe the location of the work site in relation to purpose of the job.)

_____

_____

_____

_____

2. Organization

a. How is the work area organized for maximum safety and efficiency?

_____

_____

_____

b. How do your workers obtain necessary equipment and materials?

_____

_____

3. Movement (What movement is required of personnel to accomplish the tasks?)

_____

_____

_____

_____

4. Conditions

a. List the physical conditions of the job setting: hot, cold, damp, inside, outside, underground, humid, wet, dry, air-conditioned, dirty, greasy, odors, noisy, vibrations, hazards, high places, radiant energy, sudden temperature changes, etc.

_____

_____

b. List the social conditions: kind of supervision, works alone, works around others, etc.

_____

_____

Without referring to any previous material, circle the best answer to complete the following sentence.

THE JOB SETTING DESCRIBES THE WORK SITE TO INCLUDE THE JOB.

A) climate, supervision, routing of materials, temperature.

B) location, organization, hazards, elevation.

C) location, organization, required movement, temperature.

D) location, organization, required movement, and conditions.

THE JOB SETTING DESCRIBES THE WORK SITE TO INCLUDE THE JOB

D) location, organization, required movement, and conditions.

JOB ANALYSIS

ELEMENT 4: WORKER QUALIFICATIONS

Worker Qualifications are the minimum requirements a worker must have to be able to perform the major tasks in the job setting to accomplish the purpose of the job.

Remember, you are to consider the characteristics required for performance of the job, not the characteristics of the current worker on the job.

CONSIDERATIONS TO DETERMINE WORKER QUALIFICATIONS:

1. Previous experience—What previous experience, if any, can replace or be substituted for the specific training requirement?

2. General skills—What general skills are necessary, and could it be obtained on the job?

3. Specific training—What specific training is necessary, and could it be obtained on the job?

4. Physical requirements—What are the physical requirements of the job? (lifting, cleaning, etc.)

5. Personality characteristics—What personality characteristics are required?

The minimum requirements a worker must have to be able to perform the major tasks in the job setting to accomplish the purpose of the job is used here to define:	a)	values.
	b)	attitudes.
	c)	expectations.
	d)	qualifications.

The minimum requirements a worker must have to be able to perform the major tasks in the job setting to accomplish the purpose of the job is used here to define:

d) qualifications.

Without referring to any previous material, please circle the best consideration or considerations for worker qualifications.

a) experience factors
b) general skills
c) specific training
d) physical requirements
e) personality characteristics
f) all of the above

The best considerations for qualifications are:

f) all of the above

Now that you have had an opportunity to work through the steps of job analysis, you and your group need to put your individual knowledge together to form a corporate mind to solve a job analysis problem. Take the handout which has been passed out to you and work with the other members of your group to produce the solution. Please use the outline shown below to reflect the group solution.

JOB ANALYSIS OUTLINE

JOB TITLE: _____

1. PURPOSE OF THE JOB: _____

_____

_____

2. MAJOR TASKS OF THE JOB: _____

_____

_____

_____

_____

_____

3. SETTING OF THE JOB: _____

_____

_____

_____

_____

_____

_____

4. WORKER QUALIFICATIONS FOR THE JOB: _____

_____

_____

_____

_____

_____

_____

Job analysis, as you know, is not a difficult process; however, it is not done very often by persons in supervisory positions—for whatever reasons. Generally, most of the available job information about a unit has been developed by an outsider. This is unfortunate because the strength of having a job analysis done by an immediate supervisor comes from his/her in-depth personal knowledge about his/her own unit. It is to be hoped that you are one who performs the analysis of the jobs under your supervision.

PLEASE DO NOT CONTINUE UNTIL THE WORKSHOP LEADER TELLS YOU TO DO SO.

JOB MODIFICATION

Now that we have analyzed a job, we are ready to take a close look at the job modifications that may be necessary.

JOB MODIFICATION IS THE PROCESS OF REARRANGING, REASSIGNING OR ELIMINATING CERTAIN JOB DUTIES OR ADDING ASSISTIVE DEVICES IN ORDER TO BEST UTILIZE THE EXISTING SKILLS OF THE HANDICAPPED EMPLOYEE.

Job modifications need not be elaborate. A minor rearrangement of job duties within the unit or the addition of a simple assistive device can enable a handicapped employee to successfully perform a job that was once thought to be beyond his or her capabilities.

It is important to remember that job modifications may not be necessary in all cases. After thoroughly analyzing the job duties and physical requirements of a job and matching these with the applicant's abilities, you may find that no modifications are needed.

TO REVIEW:

JOB MODIFICATION CAN CONSIST OF:

- REARRANGEMENT OF JOB DUTIES
- REASSIGNMENT OF CERTAIN DUTIES
- ELIMINATION OF CERTAIN DUTIES AND/OR
- ADDITION OF ASSISTIVE DEVICES

section 3

THIS SECTION WILL COVER SOME TECHNIQUES THAT YOU CAN USE IN SUPERVISING HANDICAPPED, AS WELL AS NON-HANDICAPPED EMPLOYEES. MOST OF THE TOPICS THAT WILL BE COVERED ARE THINGS THAT YOU DO IN YOUR DAY-TO-DAY ROLE AS A SUPERVISOR.

AS YOU WATCH THE SLIDE/TAPE, USE THE SPACE BELOW FOR ANY NOTES THAT YOU MAY WISH TO TAKE.

GOOD SUPERVISORY PRACTICES

ORIENTATION

FOLLOW-UP

EVALUATION

TRAINING

CO-WORKER RELATIONSHIPS

ACHIEVEMENT/AWARDS

COMMUNICATIONS

MYTHS AND FACTS

MYTH

Handicapped employees are more likely to have accidents than other employees.

FACT

U.S. Department of Labor surveys show that handicapped employees have fewer disabling injuries than non-handicapped workers exposed to the same work hazard. Each case is adjudicated on its own merit and compensation is payable regardless of who is at fault for the injury.

MYTH

There is a higher absentee rate among handicapped employees than among non-handicapped employees.

FACT

Studies show that handicapped employees are not absent any more than non-handicapped employees and actually tend to be absent less.

MYTH

Handicapped employees are not highly motivated.

FACT

Handicapped employees are as highly motivated as anyone else; it is harder for them to find jobs so they must be highly motivated to compete with non-handicapped employees.

MYTH

Handicapped employees are a bad influence on other employees.

FACT

Studies show that the work force does not object to recruitment of handicapped employees; in fact, non-handicapped employees who observe a handicapped employee performing well on the job tend to try harder themselves.

MYTH

Handicapped employees do work of lower quality than non-handicapped persons.

FACT

Performance studies by the U.S. Government reflect that handicapped employees when properly placed, do work that is equal in both quantity and quality to that of their non-handicapped co-workers.

PRACTICAL SUGGESTIONS FOR SUPERVISING AND/OR ASSISTING

HANDICAPPED INDIVIDUALS

General Information

o Should the coworkers and colleagues be told in advance that the new employee is handicapped?

- In the majority of cases you may wish to inform and to prepare the coworkers that the new employee is handicapped. To assist you in this decision is the new handicapped employee and/or the rehabilitation counselor. Also, they can supply information on how best to prepare the coworkers. If you decide to brief your employees you should discuss the the new handicapped employee's special skills and qualifications, the handicap, and any work restrictions or job modifications. Under normal circumstances it would be inappropriate to disclose information about a person who is an ex-offender or mentally restored.

o What about Orientation?

- Like any new employee, the handicapped person should participate in the regular orientation process. However, you will need to think through the process to determine if additional information is required or if alternate methods need to be used. For instance, blind persons may need more specific job task information and should be oriented to their physical surroundings. Whereas, mentally retarded persons will need clear and explicit information. Do remember that the majority of handicapped persons are in a better position than you are to know their needs and can probably explain what adjustments are necessary as you go through the orientation.

o How do I know when to provide assistance?

- When in doubt, or when encountering a physically handicapped person who is a stranger to you, ask what you can do. Never move in to take over a situation without inquiring if your assistance is needed or desired. You may cause a bigger problem without realizing it.

- Assist when asked to do so, but don't take over tasks that you have not been asked to perform. Ask the handicapped person first.

- Always remember that handicapped people are as varied as you and I, even though there may be commonalty of disability. Each is an individual with the same needs and desires that we all have.

GUIDELINES FOR SUPERVISING MENTALLY RETARDED PERSONS

- o Do learn about mental retardation and about the new employee you will supervise. Mentally retarded persons vary in their reading skills and mathematical abilities.

- o Do treat mentally retarded persons as adults even though they have a limited ability to learn, they are not children.

- o Do speak simply and quietly and use concrete terms when explaining job tasks. If possible, show how the task is to be done. Do not give too many instructions at one time.

- o To make sure that you are being understood ask the mentally retarded person to either repeat the instructions or show you how the task is to be done.

- o Do tell them about working hours, proper appearance and behavior (if necessary), location and use of facilities such as the cafeteria and restrooms.

- o Initially, mentally retarded persons may require close supervision while learning the job but as they progress, you should taper off and just do periodic spot-checks.

- o Do encourage and compliment the mentally retarded employee when the job is well done. Also, if there is a problem deal with it immediately and directly.

- o Don't go overboard about promotions even though the mentally retarded person proves to be a skillful and dependable employee. Consult with the vocational rehabilitation counselor regarding significant changes in job tasks. The mentally retarded person may be very good at a lower level job but not be able to handle the next level of tasks.

Hints on Interacting with a Person who is Blind or Visually Impaired

- o If a blind person seems to need assistance, offer your services. Identify yourself and let the blind person know that you are talking to him or her.

- o To guide a blind person, do not push or pull. Let the person take your arm. You will walk about one half step ahead of the blind person. The blind person will follow the motion of your body. Identify steps, curbs, or other obstacles as you approach them. In passages or aisles too narrow for two abreast, you should walk ahead of the blind person and let him follow, perhaps with his hand on your shoulder.

- o Speak directly to blind individuals. If they are with someone else, do not use the third person as an interpreter. Do not shout unless you know that the person also has a hearing problem. When you are leaving blind persons, say so. Don't leave them stranded. In conversation with blind persons, don't avoid the use of words "look" and "see". There just aren't any reasonable substitutes.

- o Remember that dog guides are responsible for the safety of their master, do not pet or otherwise distract the dog from its duty.

- o When blind persons are about to enter a car or climb stairs, guide their hand to the leading object such as a handle or rail; tell them what it is and they will do the rest.

- o When assisting blind persons to a chair simply guide the hand to the back or the arm of the chair for location.

- o Don't ever leave a door ajar in the home or office. Always keep it closed or wide open flush against the wall. A half-open door is the most dangerous obstacle blind persons encounter.

- o Never leave any unusual object in a passageway, sidewalk, or other places where blind persons are in the habit of walking.

Hints on Interacting with a Person who is Hearing Impaired or Deaf

- o How can deaf persons communicate?

  - Lipreading - Approximately 30 percent of the English language is not visible or distinct on the lips. It is a very guttural language and most sounds are made in the throat. Lipreading ability is a talent and is not strongly linked to education or intelligence.

- Finger spelling - Each of the twenty-six letters of the alphabet has a finger and hand position or configuration and you literally spell out words.

- Sign language - A language in which words or concepts are represented by gestures, finger, and hand positions.

- Pencil and paper - A method whereby communication is in writing.

- Sign Language Interpreter - A person who translates the spoken English into sign language and vice versa.

- Teletypewriters for the Deaf (TTY's) - This is a system by which deaf individuals may communicate with others over the regular telephone system by typing back and forth. There is a sending and returning teletypewriter with a coupler for the telephone.

o A few facts, about deaf persons.

- Some deaf and hearing impaired persons should not be placed in loud, noisy environment because of the susceptibility to to noise, deafness, and pain produced by sound levels of high intensity.

- Deaf persons drive cars by watching instead of listening for danger signs.

- Lipreading skills vary among deaf persons.

- Deafness is not associated with intelligence. Never say deaf and dumb.

- No hearing aid restores normal hearing and all aids distort sound to some extent.

- Many deaf employees often experience social isolation on the job because of the communication barrier.

o Don't start talking to a deaf or hard of hearing person until he can see you. Look at the person directly when speaking. Speak distinctly rather than loudly.

o Facial expressions are important clues to meanings.

o Many deaf and hearing impaired persons are sensitive about their handicap and will pretend to understand you even when they don't. When you detect this, tactfully repeat your meaning in different words until it gets across.

- Don't pretend to understand a deaf person when you don't.

- The speech of a person who has been deaf or hearing impaired for years may be difficult to understand, since natural pitch and inflection are the result of imitating the speech of others. To assist you in understanding the speech, watch the deaf person's facial expressions.

section 4

State Vocational Rehabilitation Services Available to Handicapped Individuals

Available rehabilitation services are planned to fit an individual's needs as related to a vocation, and are provided without regard to race, religion, color, national origin, sex, age, or politics. All services are designed with one aim: to assist handicapped people to find and retain good jobs.

Evaluation - medical, psychological and vocational - to determine the nature and degree of disability and to assess work potential.

Counseling and Guidance - to provide vocational information and to assist in the selection of a proper vocational goal, and make plans to reach it.

Placement in a position suited to the individual's ability.

* Interpreter services for deaf individuals
* Reader services, orientation and mobility services for blind persons
* Medical treatment, including surgery, hospitalization, and other therapies, to reduce or remove disability
* Assistive devices such as artifical limbs, braces, wheelchairs, and hearing aids to improve functioning
* Training for the right job in a trade or business school, in college, in a rehabilitation center, on the job, or at home
* Room, board, and transportation during rehabilitation
* Tools, supplies, and licenses to help in obtaining and maintaining employment
* Initial stock and supplies for self-employment enterprises
* Post employment services to maintain employment
* May be based on economic need

Eligibility

Eligibility for state vocational rehabilitation services is determined by: (1) a finding of physical or mental disability for such individuals constitutes or results in a substantial handicap to employment and (2) a reasonable expectation that services may enable the individual to benefit in terms of employment.

State Vocational Rehabilitation Services to Employers

Pre-employment Services

1. Assist in selective placement decisions.

2. Provide general information about disability groups concerning specific jobs.

3. Provide specific information about specific SVRA client's vocational strengths and vocational considerations.

4. Assist in analysis of jobs involving various disability groups or specific SVRA clients.

5. Assist with analysis of barrier problems and their solution.

6. Interpreter services for deaf in job placement.

Post-placement Services

1. Assist or identify resources in solution of "off-job" problems involving family, legal, transportation, etc.

2. Assist or identify resources in solution of "on-job" problems, such as absenteeism, tardiness, attitude, inter-personal relations, etc.

3. Obtain training needed to include skill development, as well as personal and social adjustment.

4. Assist in reassignment appraisal to another position.

5. In the event successful adjustment to a position is not achieved, assist employer with employee termination and placement in another job.

Employees Disabled on the Job

1. Provide guidance, counseling, and diagnosis.

2. For eligible persons restorative services both physical and psychological, retraining, placement, and follow-up.

In-Service Training

Training assistance for work supervisors, mid- or upper-level management, personnel employees, and/or co-workers

to further the utilization of the handicapped and help in the achievement of organizational goals.

How to Obtain State Vocational Rehabilitation Services by Telephone, Letter or Personal Visit:

State Agencies

1. Contact agency coordinator in those State agencies where one has been appointed, or

2. Contact the local SVRA office direct, or

3. Contact the SVRA Central Office in the State Capital for guidance.

STEPS IN JOB ANALYSIS

A job analysis is a logical process used to obtain information about a job. The four basic elements are:

PURPOSE

. . . the reason for the job.

Why is the job there? Could the organization's goals be reached without the job?

1.
2.
3.
4.

MAJOR TASKS

. . . those tasks really necessary to accomplish the purpose.

What are the tasks? Must they occur in a special sequence? How well must each task be done? Is there a minimum standard? What is it?

WORKER QUALIFICATIONS

. . . minimum requirements a worker must meet to perform the major tasks.

What are the physical requirements of the job? What general skills are required? What special training is needed? What previous experience is essential? What personality characteristics, if any, are necessary?

JOB SETTING

. . . the work station and conditions where the major tasks are performed.

Where is the work station located? How is it organized for safety and efficiency? Is necessary equipment available? What are the physical conditions?

APPENDIX

List of Handout Materials

Handout #1 - "What Do You Think?"

Handout #2 - ATDP Scoring Key

Handout #3 - Job Analysis

Handout #4 - Possible Solutions to Job Analysis Exercise

Handout #5 - Job Description and Description of Handicap

Handout #6 - Possible Solutions to Job Modifications

Handout #7 - Case Studies for Good Supervisory Practices

Handout #8 - Alternative Solutions to Case Studies on Good Supervisory Practices

Handout #9 - Workshop Evaluation Form

"WHAT DO YOU THINK?"

READ EACH STATEMENT AND PUT AN "X" IN THE SPACE INDICATING HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT ABOUT DISABLED PEOPLE.

1. Disabled persons are usually friendly.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

2. People who are disabled should not have to pay income taxes.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

3. Disabled people are no more emotional than other people.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

4. Disabled persons can have a normal social life.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

5. Most physically disabled persons have a chip on their shoulder.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

6. Disabled workers can be as successful as other workers.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

7. Very few disabled persons are ashamed of their disabilities.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

8. Most people feel uncomfortable when they associate with disabled people.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

9. Disabled people show less enthusiasm than non-disabled people.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

10. Disabled people do not become upset any more easily than non-disabled people.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

11. Disabled people are often less aggressive than normal people.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

12. Most disabled persons get married and have children.

___ I disagree a little
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

13. Most disabled persons do not worry any more than anyone else.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

14. Employers should not be allowed to fire disabled employees.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

15. Disabled people are not as happy as non-disabled ones.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

16. Severely disabled people are harder to get along with than are those with minor disabilities.

___ I disagree very much
___ I disagree pretty much
___ I disagree a little
___ I agree a little
___ I agree pretty much
___ I agree very much

17. Most disabled people expect special treatment.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

18. Disabled persons should not expect to lead normal lives.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

19. Most disabled people tend to get discouraged easily.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

20. The worst thing that could happen to a person would be for him to be very severely injured.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

21. Disabled children should not have to compete with non-disabled children.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

22. Most disabled people do not feel sorry for themselves.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

23. Most disabled people prefer to work with other disabled people.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

24. Most severely disabled persons are not as ambitious as other people.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

25. Disabled persons are not as self-confident as physically normal persons.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

26. Most disabled persons don't want more affection and praise than other people.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

27. It would be best if a disabled person would marry another disabled person.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

28. Most disabled people do not need special attention.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

29. Disabled persons want sympathy more than other people.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

30. Most physically disabled persons have different personalities than normal persons.

____ I disagree very much	____ I agree a little
____ I disagree pretty much	____ I agree pretty much
____ I disagree a little	____ I agree very much

Yuker, Harold E., J. R. Block, and Janet H. Younng, The Measurement of Attitudes Toward Disabled Persons, Albertson, New York: INA Mend Institute at Human Resources Center, 1970.

Scoring ATDP Form B

The scoring scale indicating agreement or disagreement is as follows:

+3 I agree very much
+2 I agree pretty much
+1 I agree a little
-1 I disagree a little
-2 I disagree pretty much
-3 I disagree very much

In order to score the forms:

1. Change the signs of the positively worded questions on the test. A positive item is one which indicates that disabled persons are no different than non-disabled persons. Those items are:

1	3	4
6	7	10
12	13	22
26	28	

2. Add all of the responses.

3. Change the sign of the resultant.

4. Add the constant: +90.

Percentile Equivalency Scores

Percentile	Males - Scores		Females - Scores	
	Dis.	Non-Dis.	Dis.	Non-Dis.
99	168	162	173	163
95	159	148	166	154
90	153	140	154	141
75	136	126	137	128
50	121	108	124	113
25	100	95	108	99
10	87	81	92	85

Interpretation

The simplest interpretation of ATDP scores is made by utilizing the operational definition of the items used in the scale. That is, one could interpret the results in terms of perceived differences between disabled and non-disabled persons. According to this interpretation, a score that

is high relative to other scores would indicate that the respondent perceives disabled persons as being quite similar to non-disabled persons. A score that is low would indicate that the respondent perceives disabled persons as being "different" from non-disabled persons.

However, the majority of items on the ATDP suggest that where there is a difference perceived, this difference has negative connotations. Therefore, one may wish to extend the interpretation to suggest that a low score not only reflects the fact that the respondent perceives disabled persons as different but also to some degree "inferior" or "disadvantaged."

Note: For more information on scoring ATDP forms, refer to The Measurement of Attitudes Toward Disabled Persons by Harold E. Yuker, J. R. Block, and Janet H. Younng published by INA Mend Institute at Human Resources Center, Albertson, New York, 11507.

H03-A

JOB ANALYSIS GROUP PROBLEM

PROBLEM: Using the title below, develop the basic elements of a brief job analysis. Follow the outline on page of your handbook. Keep your items brief but inclusive. Prepare the job description as if you were the personnel officer.

Job title to be analyzed: STOCK CLERK

1. Purpose of the job:

2. Major tasks of the job:

3. Setting of the job:

4. Worker qualifications for the job:

H03-B

JOB ANALYSIS GROUP PROBLEM

PROBLEM: Using the title below, develop the basic elements of a brief job analysis. Follow the outline on page—of your handbook. Keep your items brief but inclusive. Prepare the job description as if you were the personnel officer.

Job title to be analyzed: TRUCK DRIVER

1. Purpose of the job:

2. Major tasks of the job:

3. Setting of the job:

4. Worker qualifications for the job:

H03-C

JOB ANALYSIS GROUP PROBLEM

PROBLEM: Using the title below, develop the basic elements of a brief job analysis. Follow the outline on page-of your handbook. Keep your items brief but inclusive. Prepare the job description as if you were the personnel officer.

Job title to be analyzed: OFFICE CLERK

1. Purpose of the job:

2. Major tasks of the job:

3. Setting of the job:

4. Worker qualifications for the job:

H03-D

JOB ANALYSIS GROUP PROBLEM

PROBLEM: Using the title below, develop the basic elements of a brief job analysis. Follow the outline on page of your handbook. Keep your items brief but inclusive. Prepare the job description as if you were the personnel officer.

Job title to be analyzed: SECRETARY

1. Purpose of the job:

2. Major tasks of the job:

3. Setting of the job:

4. Worker qualifications for the job:

64

HO4-A

A POSSIBLE SOLUTION

STOCK CLERK

JOB DESCRIPTION

Purpose of Job: Performs routine shipping, receiving, and storing of equipment, materials, and supplies

Major Tasks:

1. Receives shipments of supplies. Reports errors.
2. Marks or tags stock and stores in proper area using mechanical or manual lifting devices.
3. Packages and prepares materials for shipment.
4. Prepares labels and other necessary shipping papers for packaged material.

Job Setting:

1. Large warehouse with organized aisles and shelves for storage of materials.
2. Mostly daytime work.
3. Hazardous machines present (forklifts).
4. Involves relations with both other employees and general public.

Worker Qualifications:

1. Sufficient strength to move, carry, and lift heavy objects.
2. Ability to understand oral and written instructions.
3. Ability to establish and maintain effective working relationships with general public and other employees.
4. Potential to learn operation of lifting devices, motor vehicles, and office machines.

HO4-B

A POSSIBLE SOLUTION

TRUCK DRIVER

JOB DESCRIPTION

Purpose of Job: Performs skilled motor vehicle operation in transporting supplies

Major Tasks:

1. Drives truck
2. Helps load and unload truck
3. Maintains truck
4. Picks up and delivers supplies
5. Keeps daily record of transactions

Job Setting:

1. Truck cab may be noisy and have vibrations
2. Involves facing strain of rush-hour traffic
3. May involve day or night work
4. Work may be heavy or dirty
5. Involves work inside and outside truck in all kinds of weather
6. Involves meeting a variety of people in daily transactions

Worker Qualifications:

1. Working knowledge of truck operation, traffic rules and regulations, and safety precautions pertaining to truck driving
2. Skill in operation of truck
3. Able to lift up to 50 pounds
4. Commercial driver's license
5. Good vision and depth perception
6. Ability to follow written schedules for pickups and deliveries
7. Good physical condition

HO4-C

A POSSIBLE SOLUTION

OFFICE CLERK

JOB DESCRIPTION

Purpose of Job: Performs clerical work to maintain filing system

Major Tasks:

1. Checks and files incoming material in proper place
2. Pulls requested material from filing system
3. Discards old categories and makes new ones, as required

Job Setting:

1. Large open room with desks and files
2. Noisy and visually confusing because of activity
3. Machines such as typewriters, adding machines, and copiers present
4. Large numbers of people, both employees and general public, with which to interact

Worker Qualifications:

1. Ability to read and do arithmetic problems
2. Finger and hand dexterity
3. Overall good physical health
4. Patience for detailed work and repetitive tasks
5. Ability to interact with public and establish effective working relationships with other employees

HO4-D

A POSSIBLE SOLUTION

SECRETARY

JOB DESCRIPTION

Purpose of Job: Performs beginning level secretarial work under close supervision

Major Tasks:

1. Takes and transcribes dictation
2. Opens and distributes mail
3. Answers the telephone and takes messages
4. Keeps records of appointments
5. Serves as receptionist
6. May operate variety of office machines (adding machine, copier, typewriter)

Job Setting:

1. Large, well lighted and ventilated room filled with unevenly spaced desks
2. Some machines are present but are generally not hazardous
3. Mostly daytime work
4. Interactions with a large number of people, both other employees and the general public

Worker Qualifications:

1. Ability to type at average speed or better
2. Ability to follow somewhat complex oral and written assignments
3. Ability to take dictation
4. Ability to establish effective working relationships with various types of people both on the telephone and in person
5. Working knowledge of business English, math, spelling, and punctuation

H05-A

THE FOLLOWING PERSONS HAVE BEEN REFERRED TO YOU FOR A JOB AS A PAINTER. IN EACH CASE, WHAT MODIFICATIONS MAY BE NECESSARY IN ORDER THAT THE PERSON WOULD BE ABLE TO SUCCESSFULLY PERFORM THE JOB?

Painter

JOB DESCRIPTION

Purpose of Job: Apply paint, varnish, stain to decorate and protect interior and exterior walls.

Major Tasks:

1. Prepare surface to be painted (scraping, sanding, filling holes, and sealing).
2. Apply paint, stain, varnish, etc.
3. Clean up spills and other residue left from painting.

Job Setting:

1. Inside or outside work.
2. Mostly daytime.
3. Requires climbing ladders or scaffolding.
4. Harmful fumes may be present.
5. Generally only other painters are present.

Worker Qualifications:

1. Ability to climb ladders.
2. Ability to stand on feet for long periods.
3. Strength in arms to allow overhead work.
4. Ability to understand and follow instructions.

Handicap:

Jerry Sullivan—43, deaf, in good physical condition. Has ability to read and is independently mobile. Good work history and good references. Does not lip read.

Painter

JOB DESCRIPTION

Purpose of Job: Apply paint, varnish, stain to decorate and protect interior and exterior walls.

Major Tasks:

1. Prepare surface to be painted (scraping, sanding, filling holes and sealing).
2. Apply paint, stain, varnish, etc.
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Job Setting:

1. Inside or outside work.
2. Mostly daytime.
3. Requires climbing ladders or scaffolding.
4. Harmful fumes may be present.
5. Generally only other painters are present.

Worker Qualifications:

1. Ability to climb ladders.
2. Ability to stand on feet for long periods.
3. Strength in arms to allow overhead work.
4. Ability to understand and follow instructions.

Handicap:

Charles Greene—19, high-level retardate, in good physical condition. Independently mobile. Has ability to follow oral instructions. Good work ability once started on tasks but needs supervision to start new tasks.

H05-B

THE FOLLOWING PERSONS HAVE BEEN REFERRED TO YOU FOR A JOB AS AN ACCOUNTING TECHNICIAN. IN EACH CASE, WHAT MODIFICATIONS MAY BE NECESSARY IN ORDER FOR THE PERSON TO SUCCESSFULLY PERFORM THE JOB?

Accounting Technician

JOB DESCRIPTION

Purpose: Perform tasks related to systematically recording and summarizing business transactions to ensure overall financial conditions and operating results of the organization

Major Tasks:

1. Collect and record business transactions in Journals and ledgers.
2. Analyze data and prepare periodic summary statements about funds received and paid out.
3. Operate typewriters and adding machines to aid in analyzing and recording data.
4. Maintain accounts.
5. Examine accounts for accuracy.

Job Setting:

1. Pleasant, well lighted office filled with desks and office machines.
2. May involve use of office machines such as adding machine.
3. Work is most day-time.
4. Work may involve communicating with small number of persons, both employees and employers.

Qualifications:

1. Knowledge of complex accounting systems.
2. Understanding of account relationships within an account structure and the processing of varied transactions in a complex accounting structure.
3. Ability to work with figures and to think logically.
4. Ability to work independent of supervision.

5. Sound judgement and ability to make decisions.

6. Good eyesight.

Handicap:

Helen Lawson—26, diabetic, good physical condition. Diabetes controlled by diet and medication. Good work history.

Accounting Technician

JOB DESCRIPTION

Purpose: Perform tasks related to systematically recording and summarizing business transactions to ensure overall financial conditions and operating results of the organization

Major Tasks:

1. Collect and record business transactions in Journals and ledgers.
2. Analyze data and prepare periodic summary statements about funds received and paid out.
3. Operate typewriters and adding machines to aid in analyzing and recording data.
4. Maintain accounts.
5. Examine accounts for accuracy.

Job Setting:

1. Pleasant, well lighted office filled with desks and office machines.
2. May involve use of office machines such as adding machine.
3. Work is most day-time.
4. Work may involve communicating with small number of persons, both employees and employers.

Qualifications:

1. Knowledge of complex accounting systems.
2. Understanding of account relationships within an account structure and the processing of varied transactions in a complex accounting structure.
3. Ability to work with figures and to think logically.
4. Ability to work independent of supervision.
5. Sound judgement and ability to make decisions.

6. Good eyesight.

Handicap:

Jack Colburn—31, cerebral palsied, in wheel chair. College graduate with major in accounting. Some speech difficulties when excited or nervous. Some muscle coordination problems with right arm. Not previously employed.

HO5-C

THE FOLLOWING PERSONS HAVE BEEN REFERRED TO YOU FOR A JOB AS A FILE CLERK. IN EACH CASE, WHAT MODIFICATIONS MAY BE NECESSARY IN ORDER FOR THE PERSON TO SUCCESSFULLY PERFORM THE JOB?

77

File Clerk

JOB DESCRIPTION

Purpose: Perform daily filing tasks

Major Tasks:

1. Screen new records against a checklist to assure that all material is authorized for filing.

2. File loose documentation in proper basic file folder.

3. Check unnumbered or no-name material against alphabetical or numerical cross-reference file to obtain proper number or name or return material to initiating office.

4. Complete cross-reference cards for folders and files in locator file.

5. Search files for requested material and list in prescribed order.

6. Search potential locations for missing data.

Job Setting:

1. Office within building of employment.

2. Office is generally well lighted with space occupied by desks and file cabinets.

3. Mostly day-time work.

4. Small number of other employees present who must be communicated with.

Qualifications:

1. Knowledge of simple filing and cross-reference procedures to file and retrieve documents filing in numerical and alphabetical sequence.

2. Ability to quickly and accurately sort material into prescribed alphabetical and numerical sequence order and to readily recognize filed items which are not in proper sequence.

3. Good physical condition to allow standing, bending, stretching and walking.

Handicap:

Carl Pierson—39, right arm amuptee, no artificial arm. High school dropout. Outgoing personality. No mobility problems.

File Clerk

JOB DESCRIPTION

Purpose: Perform daily filing tasks

Major Tasks:

1. Screen new records against a checklist to assure that all material is authorized for filing.
2. File loose documentation in proper basic file folder.
3. Check unnumbered or no-name material against alphabetical or numerical cross-reference file to obtain proper number or name or return material to initiating office.
4. Complete cross-reference cards for folders and files in locator file.
5. Search files for requested material and list in prescribed order:
6. Search potential locations for missing data.

Job Setting:

1. Office within building of employment.
2. Office is generally well lighted with space occupied by desks and file cabinets.
3. Mostly day-time work.
4. Small number of other employees present who must be communicated with.

Qualifications:

1. Knowledge of simple filing and cross-reference procedures to file and retrieve documents filed in numerical and alphabetical sequence.
2. Ability to quickly and accurately sort material into prescribed alphabetical or numerical sequence order and to readily recognize filed items which are not in proper sequence.

3. Good physical condition to allow standing, bending, stretching and walking.

Handicap:

Ann Parker—41, mentally restored, good physical condition. High school education, Mental breakdown resulted from a serious family problem that has been satisfactorily resolved.

H06

POSSIBLE SOLUTIONS

SULLIVAN - Write instructions on a slate.
Reassign duties that require climbing or working at heights to another painter. Have Sullivan work on the low jobs.

GREENE - Assign least complex tasks to Greene.
Assign another person to work closely with Greene in order to make sure that he understands all of the instructions and new tasks.

LAWSON - No modifications needed.

COLBURN - Raise desk in order to accomodate wheelchair.
Add assistive devices to make the use of calculators, etc. possible with the lack of muscle coordinations in the right arm.

PIERSON - Reassign duties that involve heavy or cumbersome files to another employee.

PARKER - No modifications needed

GOOD SUPERVISORY PRACTICES

Case Study - Ms. Jane Wilson

Background

Ms. Jane Wilson is a recent honors graduate with a B.A. in economics. She has been totally blind from birth and uses a cane for mobility. After 11 months of job seeking she was finally hired on a career-conditional appointment as a GS-5 purchasing agent.

Placement Process

Ms. Wilson's placement was facilitated by her rehabilitation counselor and the agency's coordinator for selective placement. The counselor had a difficult time persuading Ms. Wilson to apply for the position as she was hoping for a better job offer. The coordinator had to work hard to convince the supervisor to accept Ms. Wilson, and he made it clear that he was only taking her because he was being given an extra slot.

Duties of the Position

The purchasing agent position is located in a large procurement branch which does almost 100 million dollars of business annually. The purchasing agent works with higher grade contract specialists to procure all types of equipment for the agency. The agents execute most of the routine orders on their own in accordance with Federal procurement regulations. The agents must provide advice on procurement procedures to other offices in the agency. The contract specialists often ask the agents to follow-up on contracts which have already been negotiated. Generally, purchasing agents are not advanced beyond the GS-7 level although occassionally one may become a contract specialist and advance to the GS-12 level.

Problem

Ms. Wilson has been working for 3 months and her coworkers are beginning to complain about her. She is constantly asking the people in the office for help, and they feel that they can't get their own work done due to all the interruptions. At first they all wanted to help, but now they usually tell her that they are too busy. The contract specialists are complaining that she is not cooperating and that they are doing her work as well as their own. The offices who call Ms. Wilson are being given incorrect information and she often takes 2 or 3 days to respond.

The Employee's Feelings

Ms. Wilson is frustrated at not being able to find a position which better utilizes her intellect. She expects the other employees to help her and she feels that they are not helping because they resent her

intelligence. She feels that she shouldn't have to look up the regulations when the employees can just tell her. The contract specialists have been placing unreasonable demands on her, and the offices will just have to wait for their answers.

The Supervisor's Feelings

He doubts that a blind person can do the job but he needed the extra slot. Ms. Wilson is disrupting his office and reducing the output. Her attitude toward the other offices is giving his unit a bad name. He has told her to handle her work independently and he doesn't understand why she keeps asking her coworkers to read to her. Also, if he gets rid of her he may lose the slot.

GOOD SUPERVISORY PRACTICES

Case Study - Mrs. Sandra Benson

Background

During the past 4 years, Mrs. Benson has been working full-time as a card punch operator while attending night classes at the local university. She has just received an associate degree in business.

Placement Process

The supervisory position in the card punch unit recently became vacant and Mrs. Benson was selected through the merit promotion program to fill this position. Prior to her selection she had on occasion served as acting supervisor and had done an excellent job of keeping the unit running smoothly and meeting the work production standards. She was described in the following terms: "applies full energy to the job; 'very dependable;' relates well to both coworkers and supervisor."

Duties of the Position

The card punch unit is comprised of five employees who range from a grade GS-2 through GS-5 and a supervisor at the GS-7 level. Responsible for supervising lower grade employees; contracting for maintenance of card punch machines, and meeting production standards. Due to the additional use of the computer by a new division, the volume of card punching has increased.

Problem

Since her promotion 1 month ago she seems to be having some emotional problems, i.e., alternating periods of inattentiveness and hyperactivity. Two of her employees have complained that she isn't providing sufficient instruction on how to do the new work assignments and once she even forgot to distribute the incoming workload. Under her supervision the work reports show a decline in both quantity and quality.

During her first monthly supervisory meeting where she had been asked by the branch chief to present a work flow report she suddenly lets out a cry, loses consciousness and falls to the floor. The muscles of the arms, legs, trunk, and head contract and relax, producing a spasmatic, uncontrolled motion. Her mouth makes a chewing movement. The grand mal seizure which lasted for only a few minutes is witnessed by the stunned branch chief and suprised supervisors.

Facts - (Epilepsy-a nonvisible disability)

Mrs. Benson is a medically controlled epileptic who has been seizure free for the past 2 years. Since starting with the agency she has never had a seizure on the job but has had two at home.

GOOD SUPERVISORY PRACTICES

Case Study - John Bryan

Background

Mr. John Bryan recently graduated from special education classes. During the final year of school he worked part-time at the sheltered workshop performing the following duties: packaging; counting; checking; and messenger work. This is his first job since completing the special program for the mentally retarded.

Placement Process

The State rehabilitation counselor made arrangements for Mr. Bryan to be interviewed by the supervisor. The counselor not only accompanied Mr. Bryan to the interview but also reviewed the job duties for mail clerk. The counselor assured the supervisor that Mr. Bryan was job ready and the he could perform the routine duties of mail clerk. The counselor instructed the supervisor to explain to Mr. Bryan the job duties in terms which clearly describe what is to be done-like pick up the mail; open the mail; and sort the mail.

Duties of the Position

The position of mail clerk, GS-2 level, is located in the basement of a large building. There are five mail clerks and one supervisor in the unit. The mail room operation serves as a small post office for the agency and performs various functions, i.e., general mail service, packaging, posting, and special delivery service to other agencies.

Problem

Mr. Bryan has been working in the unit for the past 4 months. Although quiet and slow, he is a good worker and gets along well with the other employees in the unit. One of the mail clerks has been promoted to another section and due to the freeze on hiring the unit is under staffed. Since Mr. Bryan has been willing and able to do the work assigned, he has recently been given some additional duties. The change in job assignments along with a caution about not abusing the lunch hour between 11:30 a.m. and 2 p.m., was discussed during the staff meeting.

Now 2 weeks later, you have noticed that Mr. Bryan has been neglecting some of the new duties; taking long lunch hours; and has been slipping away from the worksite. He has also become somewhat withdrawn and does not enter into conversations with his fellow employees as he did previously.

GOOD SUPERVISORY PRACTICES

Case Study - Katherine Jones

Background

Following graduation from a State residential schoold for the deaf, Katherine attended the National Technical Institute for the Deaf, where she earned a B.A. degree and a masters in accounting. She utilizes sign language to communicate with other deaf persons. Among the hearing she uses her voice (which is delivered in a gutteral monotone) and tries to lipread as best she can. When she cannot understand what someone is saying she will hand them her pad and pencil. She had been working for 2 years as a GS-4 MT/ST operator in a small office in a large agency.

Placement Process

Through the efforts of both the coordinator for selective placement and the State rehabilitation counselor she was hired as a GS-4 MT/ST operator. She realized that she would probably have to take a job below her skill level in order to prove herself and get a good start in a Federal agency that employed a large number of accountants. The rehabilitation counselor made the following suggestions to the supervisor on how to communicate with the new deaf employee:

- remember to face Katherine when you talk and speak in a normal tone as raising your voice will not help.
- Katherine is not a very good lipreader. Only about 35 percent of the English language can be lipread as most of the sounds are made in the throat and are not visible or distinct on the lips.
- use a sign language interpreter to impart lengthy, technical information.
- keep a pad and pencil handy.

Problem

Katherine has been a model employee for the past two years. In fact she has been the most productive employee that this unit has ever had. She learned fast, was not prone to engage in office chatter nor was she distracted by it. She has come in to discuss career opportunities with you. She is bored and wants to work in her professional field. Informally you have discussed Katherine's abilities and qualifications with one of the supervisors over in the accounting department. His response was "he didn't want a deaf and dumb employee, besides she would have to work with other people and answer the telephone."

ALTERNATIVE SOLUTIONS

1. Ms. Wilson should be counseled concerning the duties of the position and it should be made clear that she is expected to perform these duties. Advancement possibilities should be explained to her. Perhaps she doesn't know that she could move into the professional position of contract specialist from this job.

2. The reading situation should be discussed with her. The supervisor should indicate that the other employees can assist her with small amounts of reading but not with large volumes of materials such as the Federal Procurement Regulations. Perhaps she can obtain a volunteer reader or have the materials sent away to be taped or brailled.

3. If the supervisor is only interested in Ms. Wilson as an extra slot rather than as an employee perhaps she should be reassigned to a supervisor who is more committed to his employees as people. If the supervisor is willing to work with her he should be assured that the personnel office and the vocational rehabilitation counselor will provide support and advice.

4. If Ms. Wilson and her supervisor are not able to work together, and if it is not possible to reassign her and her performance continues to be disruptive then it may be necessary to separate her. This action should be taken as a last resort after both Ms. Wilson and the agency have sincerely explored every possible solution. Failure to separate a handicapped employee when this is the proper action, harms the employee, the agency, and other handicapped persons who seek employment.

In considering the above solution it should be remembered that the coordinator, the counselor, and the personnel office can be called upon to work with Ms. Wilson and her supervisor to achieve a solution which is best for everyone.

ALTERNATIVE SOLUTIONS

1. During the past month Mrs. Benson has been put under tremendous pressure with her new role as supervisor and the increased workload demands. She should receive supportive counseling regarding:

(a). has she had a recent medical examination or has she been too busy with classes to have a regular check-up? Is she taking her medication on a regular basis?

(b). how to handle the stress and pressures of a new job, including the period of adjustment experienced by her employees regarding the role transition from coworker to supervisor.

(c). who should be informed about epilepsy and should they be made aware of the first aid treatment for epilepsy?

(In general, the treatment should be limited to preventing the person from injury. Some firm but reasonably soft object (folded handkerchief) should be inserted carefully between the teeth to prevent the person from biting his/her tongue. Clothing about the neck should be loosened and a soft object (folded coat) may be placed under the head. The attack usually lasts from 2-5 minutes and may be followed by a deep sleep, headache or muscle soreness.

2. Mrs. Benson should receive closer supervision during the next couple of months to discuss the quality and quanity of the unit's work and other supervisory responsibilities.

3. If Mrs. Benson is still unable to function in the capacity of a supervisor, reassignment to a less production oriented and stressful job or demotion should be discussed and pursued.

For advice on the above situation you may wish to contact: the agency's coordinator for selective placement, the agency's health unit or medical consultant and the State rehabilitation counselor.

ALTERNATIVE SOLUTIONS

1. The supervisor should consult with Mr. Bryan's rehabilitation counselor to determine if the additional duties are beyond his capabilities. He may be very good at the lower level job but not able to handle the next level because of his limits in learning and thinking ability. It's better to have a well-functioning employee at a lower level than a problem employee at a higher level.

2. If changes in the work situation have to be made, explain the reasons to him in simple terms so that he won't feel the changes are due to dissatisfaction with him.

3. After consultation with the rehabilitation counselor, the supervisor should meet with Mr. Bryan to discuss the problem. Correction long after the fact has little meaning for most persons with retardation.

   - Review what is expected of him. Does he understand that he is to take a 30 minute lunch between 11:30 a.m. to 2 p.m., or does he think that the lunch hour is from 11:30 a.m. to 2 p.m.? Be explicit about lunch, break times, and job expectations.

   - Review the individual job tasks with him in concrete words and have him repeat the instructions. Remove the additional duties and spot-check his work.

   - In consultation with his counselor you may be able to add another step to the work process when he has retained mastery of the preceding ones.

4. If after working closely with the rehabilitation counselor, Mr. Bryan's work performance does not improve, he should be terminated. He may need additional services from the State rehabilitation office before returning to a work situation.

ALTERNATIVE SOLUTIONS

1. The supervisor should contact the coordinator for assistance in locating an accounting position for Katherine Jones.

2. The supervisor should keep Katherine appraised of vacancy announcements for which she can qualify.

3. The supervisor should assist in the marketing of her application by educating potential supervisors that deafness is not related to intelligence. That many deaf persons suffer a language handicap. This language handicap results from the fact that we normally learn our language through our ears, and our ears set the standard for language use. Also, we learn speech by mimicking what we hear.

4. Inform potential supervisors that the State rehabilitation counselor is available to assist with rearrangement of job duties and assistive devices, such as the teletypewriter. The teletypewriter can be hooked up to a regular telephone and messages can be typed back and forth if there is another teletypewriter to receive the message. The initial time needed to instruct and write things down is offset by the high productivity.

SUCCESSFUL SUPERVISION OF HANDICAPPED EMPLOYEES

Course Evaluation

INSTRUCTIONS. In our efforts to make this a more meaningful training experience, we would appreciate your opinion on the extent to which the training objectives were attained. Be completely frank in checking your responses and making your comments. Use the space provided and/or the back of the sheet. Evaluate only in terms of the stated objectives.

OVERALL PROGRAM EVALUATION. Course objective was to provide you, with information, skills, and insight necessary to effectively perform your responsibilities. In your view was this overall objectives met?

( ) Definitely (Excellent) ( ) Mostly (Very Good) ( ) To Some Extent (Satisfactory) ( ) Not At All (Unsatisfactory)

TRAINEE OBJECTIVES. In your view, were your overall objectives reached? If not, please explain.

( ) Definitely (Excellent) ( ) Mostly (Very Good) ( ) To Some Extent (Satisfactory) ( ) Not At All (Unsatisfactory)

Please comment on the slide-tapes which you have reviewed today.

COMMENTS.

NAME (optional) _____ Grade_____ Title_____

SUCCESSFUL SUPERVISION OF HANDICAPPED EMPLOYEES
Course Evaluation

UNIT OBJECTIVES

Major training objectives (Refer to attached objectives statements.)	Were objectives achieved? CHECK				If objectives were not achieved, or only partially, what factors were responsibile?									
	Definitely	Mostly	To Some Extent	Not At All	Instructor(s)	Content	Training Method (s)	Time	Exercises	Workshops	Case Studies	Training Aids	Facilities	Comment (Use back of sheet if required.)
Perceptions of the Handicapped "What Do You Think?														
Facts about the Handicapped														
The Selective Placement Program														
Job Analysis														
Job Modification														
Architectural and Transportation Barriers														
Good Supervisory Practices														
Review and Summary														

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